



Learn to Read

Kindergarten

Level 2 Workbook

The Kindergarten Level 2 Workbook includes:

- the **o**, **u**, and **e** vowel sounds used in short words
- the **ck** ending sound and compound words
- commonly used “helper words”
- practice pages for review before reading words in context
- illustrated stories with words learned in each lesson
- parent tips to help you instruct and guide your child

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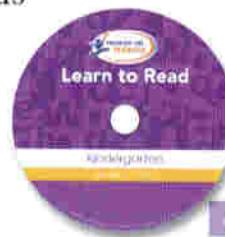
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Lesson Overview

Welcome to the **Hooked on Phonics® Learn to Read** Kindergarten Level 2 Workbook, your guide through all the lessons in this level. Follow the easy step-by-step instructions to get your child started on the adventure of learning to read. Every lesson follows the same approach: Learn, Practice, Read.

Learn

Learn to read new words by watching the lesson on the DVD and then reading the new words in the workbook.



Lesson 1: -ot

Watch this lesson by watching Lesson 1 on the DVD. Answer the questions on this page. Have your child use his finger or a pencil to touch from left to right, tapping on each word while he says the vowel sound. Have him repeat this when you read his name at the end.

Starting in each row, have your child read the words going across from left to right.

1 dot got rot hot cot pot not tot
2 lot mix taps rot dad pot map not
3 ram cot hill wins tip hot bad rid

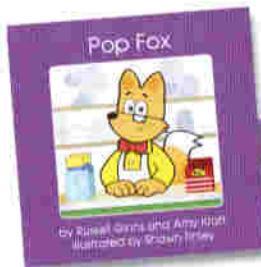
If your child finishes one word, quickly say the word you said and have him repeat that word to help practice. After he has read the page with both finished.

Practice

Then practice reading the new sound combinations and words in the workbook.

Read

Now you're ready to read. Each lesson ends with a story in the workbook or a storybook. Every story and book is composed of words that your child has learned to read so far in the program.



The Hot Pot

1 Jim has got a big pot.
2 The pot got hot.
3 Harry and Jann go in the pot.
4 The lid is on.
5 This is Jill; this is Jann.
6 Jill and Jann sit.
7 They sit on the lid.
8 They have a lot.

Reading this story is a big accomplishment! Encourage your child to sound like a reader in all areas.

Celebrate

As you know, reading is a big deal. Celebrate each time your child reads a story or book, by placing a sticker in the workbook. This also provides a helpful marker to remember where to begin next time.



Tips for Success

- **Set a good pace.** Work at a pace that's right for your child, whether it's once a week or four times a week.
- **Don't overdo it.** Fit the lessons into your child's attention span, generally between 20 and 30 minutes.
- **Master each lesson before moving on.** New lessons build on previous ones, so make sure your child has mastered the current lesson before moving forward.
- **Talk about the books and stories.** Engaging your child in a conversation about what he's reading helps stimulate his thinking and comprehension.
- **Read to your child every day.** The more you share the love of reading with your child, the more your child will want to read.

Throughout this workbook, you'll see parent tips in the purple bar along the bottom of the page. These tips are designed to help you answer questions your child might have about things that are new to him, and can give you ideas on how to extend the learning at home and on the go.

Level I Review

Use this page to determine if your child is ready to begin Kindergarten Level 2, which builds on the lessons of Kindergarten Level 1. Starting at each number, have your child read the words going across from left to right. If she can do this easily, she's ready to begin.

1 sat ran lip lag fill big bags can

2 map fit dab win kid hats rim six

3 bad mat an pigs zip mix jam hip

To begin this unit, watch the Unit 1 introduction on the Level 2 DVD. This will walk you and your child through the sounds and words that he will be learning in this unit.

Lesson 1:



o

t

ot

Lesson 2:



o

p

op

Lesson 3:



o

x

ox

Watching the Unit 1 introduction may be all you want to do on the first day. Judge your child's attention span to see if he's ready to start the first lesson immediately or if you should wait until another day.

Start this lesson by watching Lesson 1 on the DVD, then return to this page. Have your child use his finger as a guide, working from left to right, stopping at each word while he says the word out loud. Have him repeat this a few times until he's ready to move on.



o



t

ot

→ hot cot dot got lot

→ not pot rot tot

If your child hesitates on a word, gently say the word out loud and have him repeat after you. He's ready to begin practicing when he can read this page with little hesitation.

Starting at each number, have your child read the words going across from left to right.

1

dot got rot hot cot pot not tot

2

lot mix taps rot dad pot map not

3

ram cot hill wins tip hot bad rid

The Hot Pot

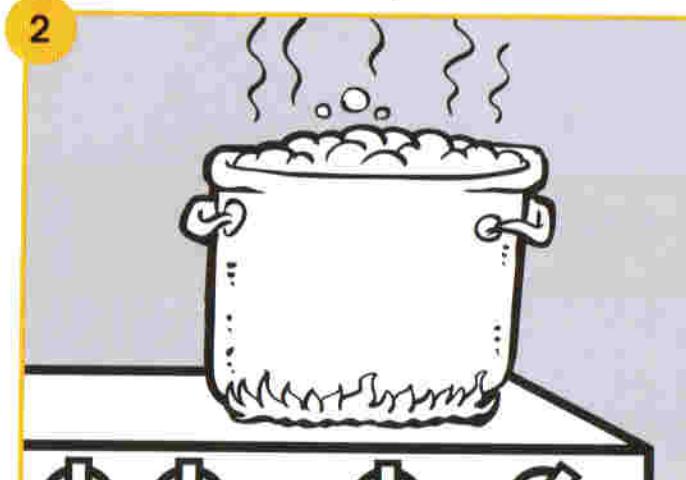
Now it's time to begin reading! Have your child read this story all by himself.

1



Tim has got a big pot.

2



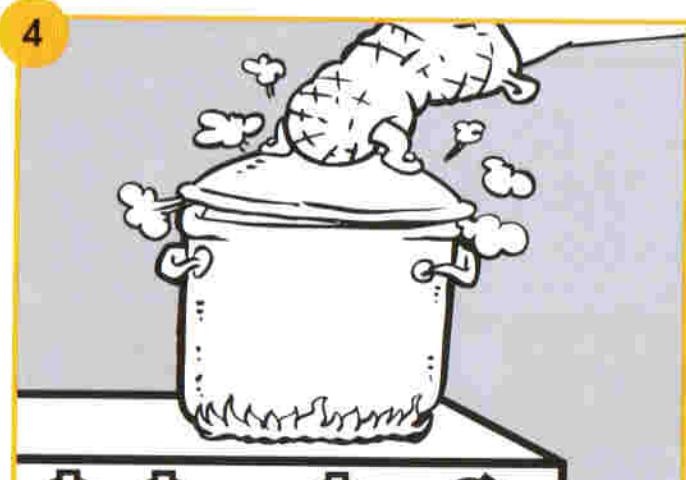
The pot got hot.

3



Ham and jam go in the pot.

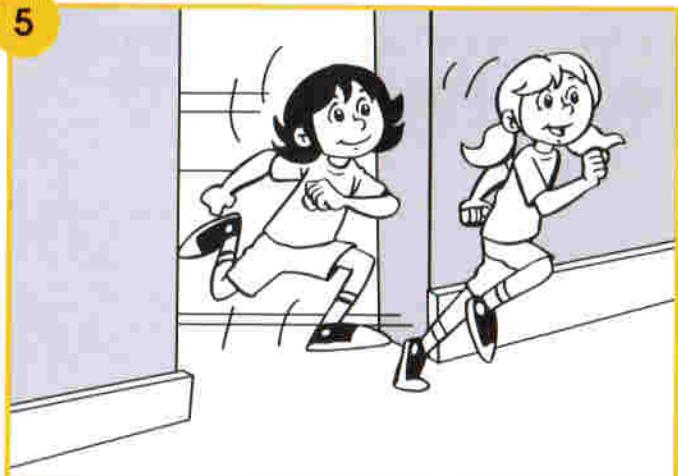
4



The lid is on.

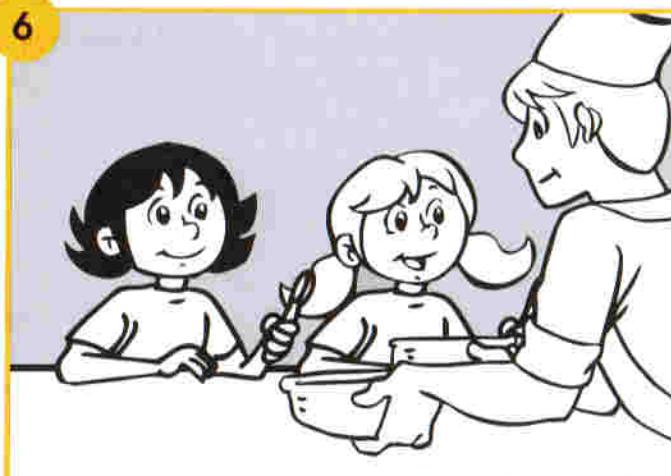


5



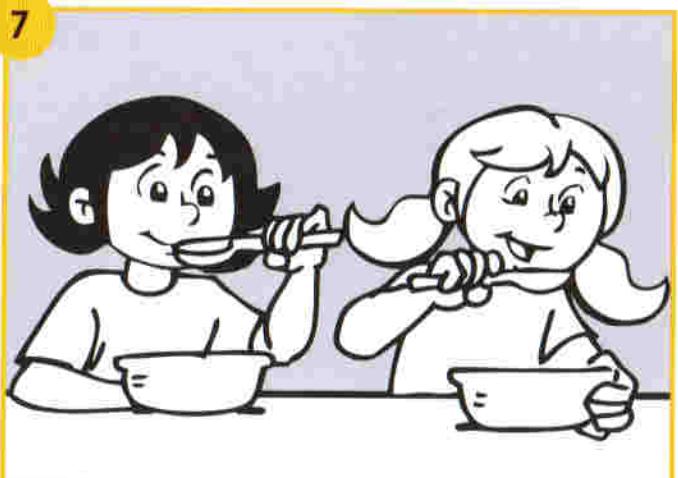
This is Jill. This is Kim.

6



Jill and Kim sit.

7



They sip a bit.

8



They have a lot.

Reading this story is a big accomplishment! Congratulate your child, and reward him with a sticker in the corner.

Lesson 2: -op

Watch Lesson 2 on the DVD. Then return here. Have your child use her finger as a guide, stopping at each word while she says the word out loud. Have her repeat this a few times until she's ready to move on.



o



p

op

→ **top** **bop** **hop** **mop**

→ **pop** **lop**

Starting at each number, have your child read the words going across from left to right.

1 pop bop lop top mop hop dot hot

2 mop got kill dim hop tot not bop

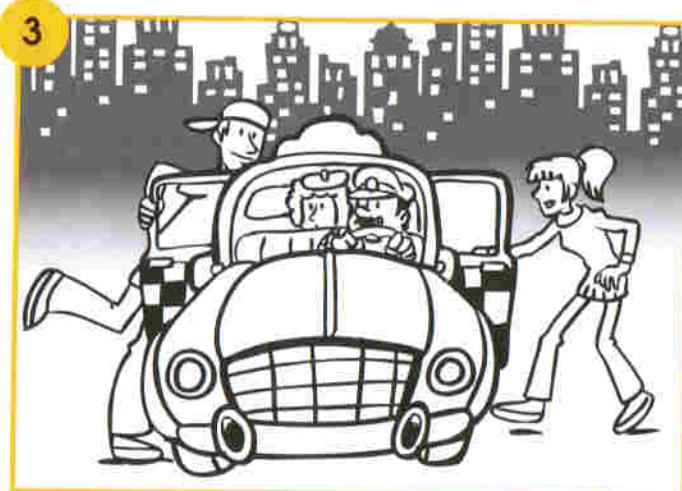
3 top cot fix lip lop pop rot pit



Hop in the cab!



Go! Go! Go!



Pam and Sam hop in.



A kid and a pig hop in.



5



Can Bill hop in?

6



The mop can go on top!

7



Bill can fit.

8



The cab can go, go, go!

Lesson 3: -ox

Watch Lesson 3 on the DVD. Then return here. Have your child use his finger as a guide, stopping at each word while he says the word out loud. Have him repeat this a few times until he's ready to move on.



o



x

ox



ox

box

fox

Helper Words

Learn

“Helper words” are commonly used words that either can’t be sounded out or have sounds your child is not yet ready to learn. These words are learned through repetition. You’ve already seen them in Lesson 3 on the DVD. Now repeat them with your child. Have him point to and read each word five times, or until he reads them easily.

here

that

for

To make learning helper words more like a game, call out a color and have him read the word on that color.

Practice

Starting at each number, have your child read the words going across from left to right.

1

box for that ox here fox pop got

2

not fox tin here ox wag lab dot

3

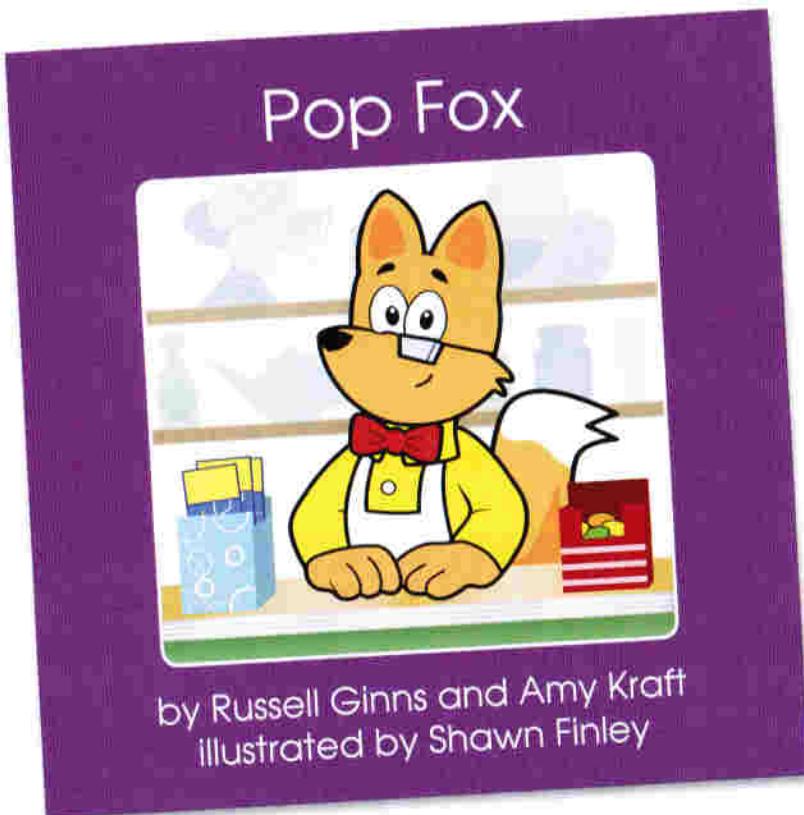
for nix box top for bin that hop

Pop Fox

Read



Your child is ready for the book *Pop Fox*. Before reading, have him look at the cover and read the title. Ask him what he thinks the book might be about. After reading, use these questions to discuss the book.



Discussion Questions

- Who is this book about?
- What does Pop Fox do?
- Who visits Pop Fox at his shop?
- What does Pop Fox give to Cat and Pig?

Point out the quotation marks in this book to your child. Explain that they are used to show that someone is talking.

Have your child place his finger on the arrow. As he follows the path with his finger, have him read each word he encounters until he reaches the star.

→ top dot box mop for lot bag

hot

ox here fit got that pop not

hop

tot fox pot kid cot lop can



As your child reads these words, note any trouble spots. If he has difficulty with words with the same ending sounds, it's a good idea to repeat that lesson before moving forward.

To begin this unit, watch the Unit 2 introduction on the DVD. This will walk you and your child through the sounds and words that she will be learning in this unit.

Lesson 4:



o



b

ob

Lesson 5:



o



g

og

While you're watching the DVD, you can also
watch the Unit 1 introduction as a review.

Lesson 4: -ob

Watch Lesson 4 on the DVD. Then return here. Have your child use her finger as a guide, stopping at each word while she says the word out loud. Have her repeat this a few times until she's ready to move on.



o



b

ob

→ **job** **Bob** **rob** **mob**

→ **sob** **cob**

Starting at each number, have your child read the words going across from left to right.

1

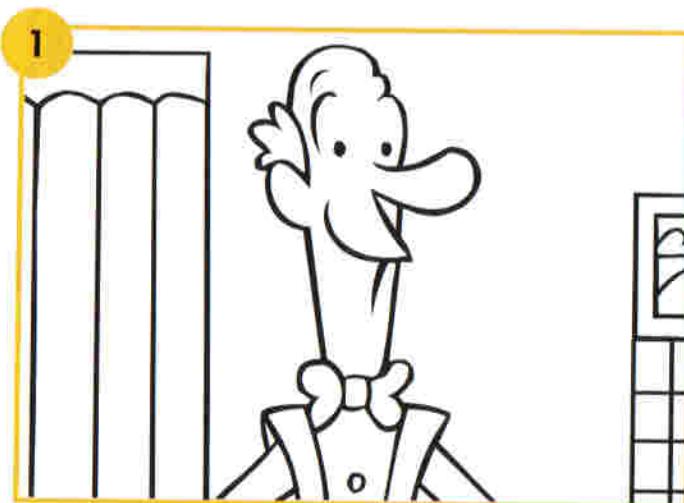
sob job rob cob Bob mob sob hop

2

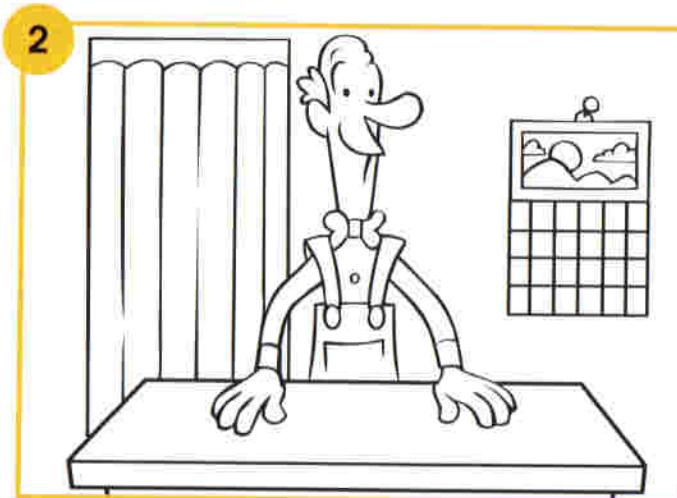
for mob lot sob pot fox top that

3

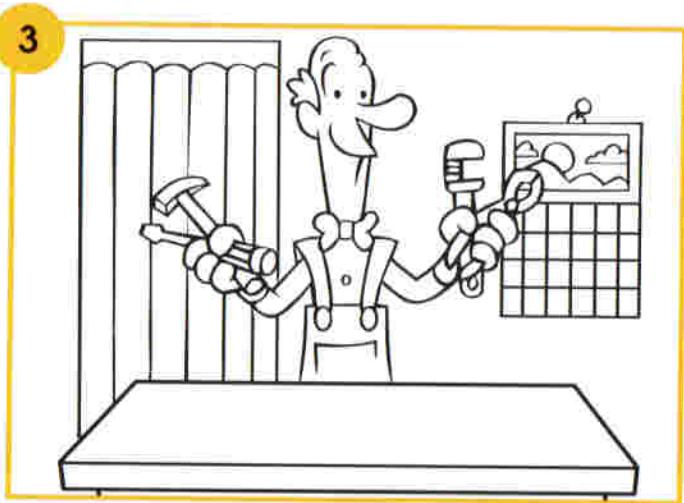
here ox job pop Bob dot cob rob



This man is Bob.



Bob has a job.



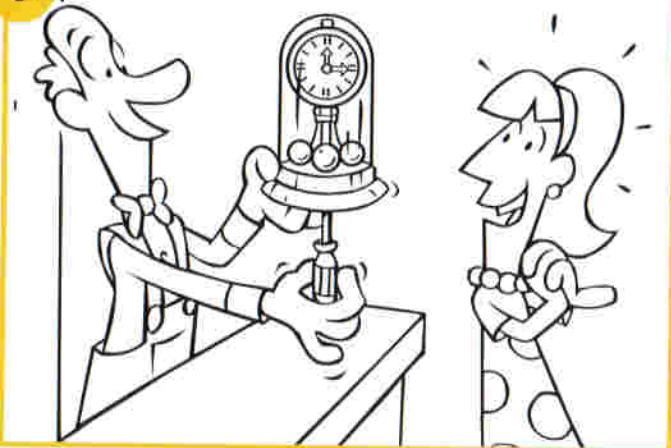
He is a fix-it man.



Look at this!



5



Bob can fix it.

6



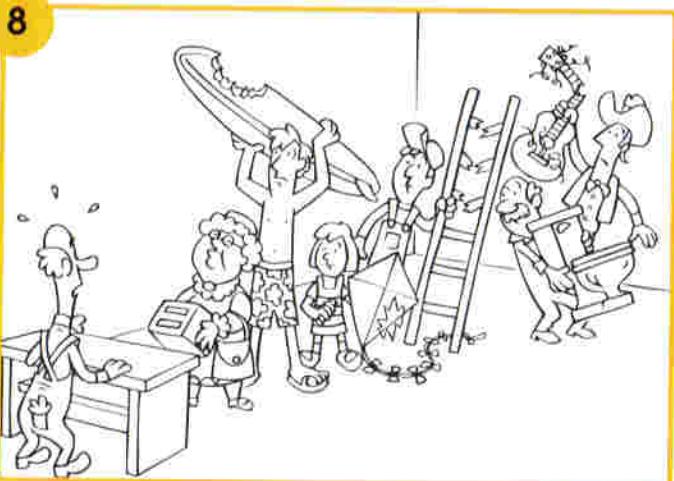
Look at that!

7



Bob can fix it.

8



What a mob!

Watch Lesson 5 on the DVD. Then return here. Have your child use his finger as a guide, stopping at each word while he says the word out loud. Have him repeat this a few times until he's ready to move on.



o



g

og



dog

fog

log

jog

hog

Helper Words

Learn

Have your child point to and read each word. Then call out a color and have him read the word written on that color.

see

are

I

Explain to your child that *I* is both a letter and a word you can use to describe yourself. When it's a word, it is always uppercase.

Practice

Starting at each number, have your child read the words going across from left to right.

1

jog I fog hog are log see dog

2

box are rob hog that jog not log

3

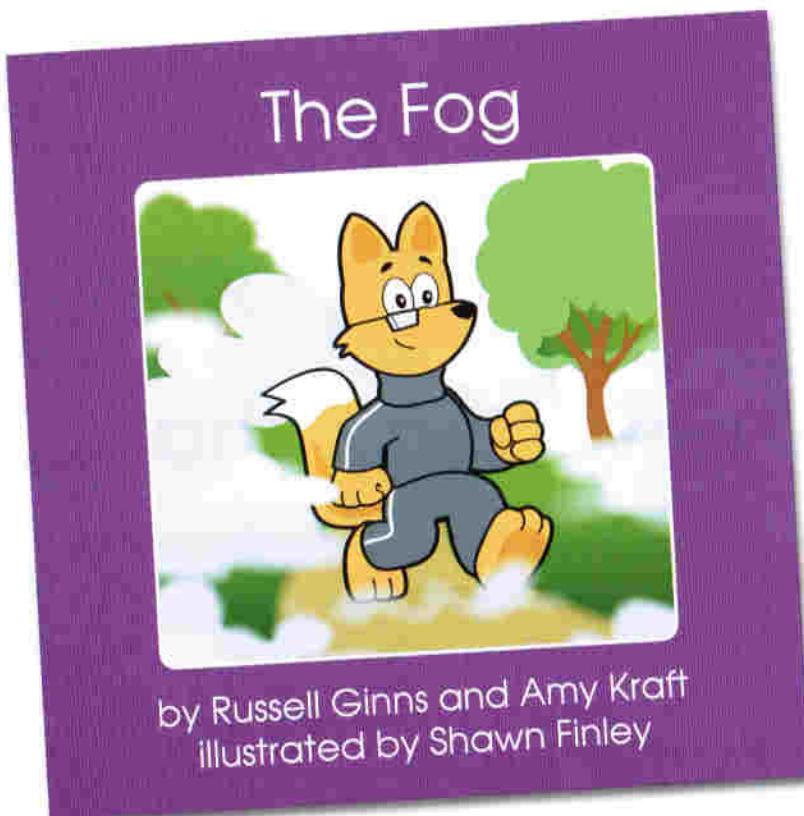
see fox sob I mob for dog fog

This is the last lesson with the **o** sound. Using what he's learned so far, your child should be able to read words like *nod*, *doll*, *off*, *Tom*, and *toss*. Have him give them a try.

The Fog

Read 

Your child is ready for his next book, *The Fog*. Before reading, have him look at the cover and read the title. Ask him what he thinks the book might be about. After reading, use these questions to discuss the book.



Discussion Questions

- What is Pop Fox doing?
- Why can't Pop Fox see?
- What does Pop Fox think he sees in the fog?
- What does he actually see?

Have your child place his finger on the arrow. As he follows the path with his finger, have him read each word he encounters until he reaches the star.

→ log mob for hop dog Bob see

job

I cob bop are box fog that

rob

hog top pot jog here sob



To begin this unit, watch the Unit 3 introduction on the DVD. This will walk you and your child through the sounds and words that she will be learning in this unit.

Lesson 6:



u



g

ug

Lesson 7:



u



n

un

The unit introductions and lessons on the DVD provide great review when you're in between lessons.

Watch Lesson 6 on the DVD. Then return here. Have your child use her finger as a guide, stopping at each word while she says the word out loud. Have her repeat this a few times until she's ready to move on.



u



g

ug

→ bug mug dug tug

→ jug hug rug

Starting at each number, have your child read the words going across from left to right.

1 dug rug bug jug hug mug tug dug

2 jog Bob hop fox tug see rug lop

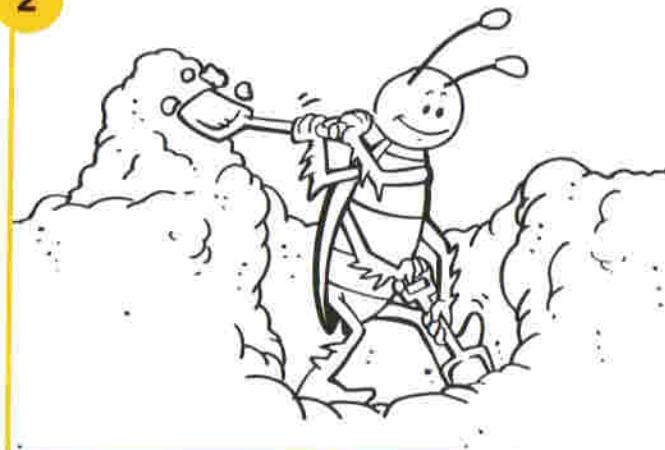
3 mug log hug dog are not jug fog

1



Jim can see bugs.

2



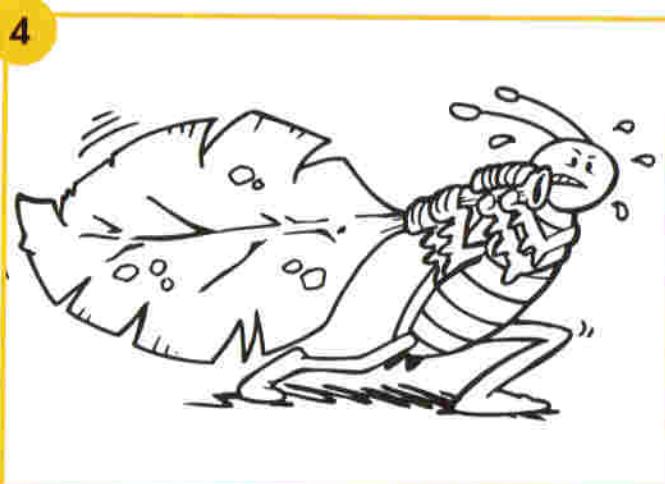
This bug dug a pit.

3



That bug ran.

4



This bug can tug.

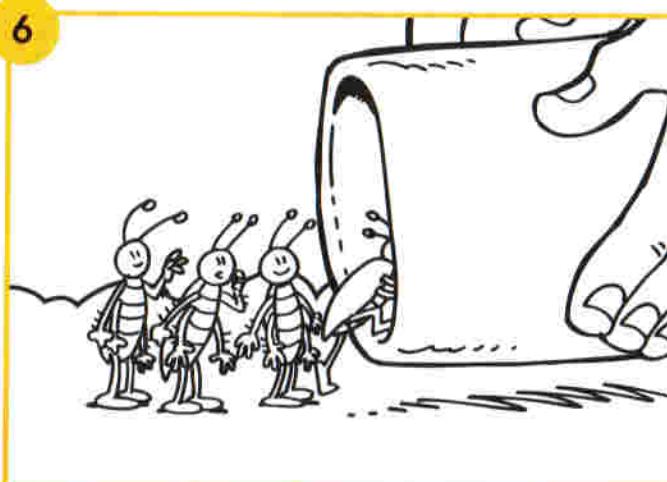


5



Jim has a mug.

6



The bugs go in the mug.

7



Jim and the bugs go in.

8



"Not on the rug, Jim!"

Watch Lesson 7 on the DVD. Then return here. Have your child use his finger as a guide, stopping at each word while he says the word out loud. Have him repeat this a few times until he's ready to move on.



u



n

un

→ fun run bun gun

→ nun sun pun

Helper Words

Learn

Have your child point to and read each word. Then call out a color and have him read the word written on that color.

like

to

me

For more helper word practice, try scrambling all of the helper words on a piece of paper. See if your child can unscramble and write each of the helper words.

Practice

Starting at each number, have your child read the words going across from left to right.

1

sun run like fun nun gun me pun

2

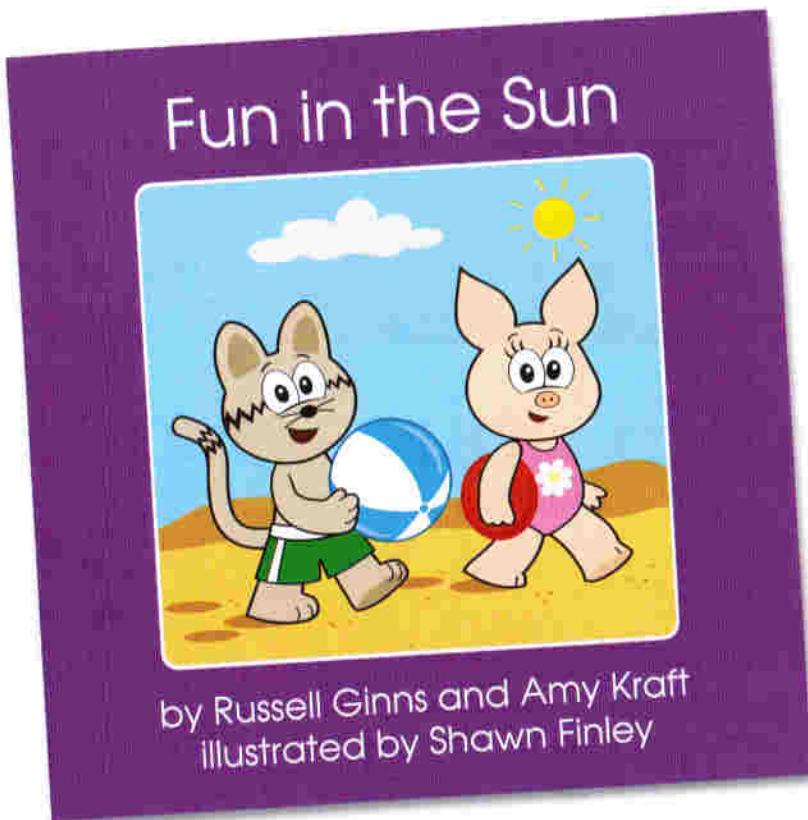
bun to bug hog see pop fun like

3

gun me sob pun got bun to sun



Your child is ready for his next book, *Fun in the Sun*. Before reading, have him look at the cover and read the title. Ask him what he thinks the book might be about. After reading, use these questions to discuss the book.



Discussion Questions

- Who is this story about?
- What do Cat and Pig like to eat?
- How do Cat and Pig have fun?
- How do you like to have fun in the sun?

Have your child place his finger on the arrow. As he follows the path with his finger, have him read each word he encounters until he reaches the star.

→ fun rug me tug dog are ox gun

run

like bun jug hug to pun dug

sun

cob see hop nun mug log



Remember, if your child is getting stuck on particular ending sounds, it might be a good idea to repeat that lesson.

To begin this unit, watch the Unit 4 introduction on the DVD. This will walk you and your child through the sounds and words that she will be learning in this unit.

Lesson 8:



u



t

ut

Lesson 9:



u



b

ub

Lesson 10:



u



p

up

Watch Lesson 8 on the DVD. Then return here. Have your child use her finger as a guide, stopping at each word while she says the word out loud. Have her repeat this a few times until she's ready to move on.



u



t

ut

→ nut but jut hut cut

→ gut rut mutt putt

Remind your child that, when she sees two of the same consonants side by side (like the two t's in *mutt*), they sound the same as when there is only one.

Starting at each number, have your child read the words going across from left to right.

1

gut mutt jut but cut hut nut putt

2

rut pun jog dug mutt me jut hut

3

but sun putt nut sob cut gut to

1



This is Tom's pal, Al.

2



Tom has a big box.

3



The box has nuts in it.

4



Al likes the nuts
but not Tom.

Explain to your child that the 's after *Tom* means that the pal belongs to Tom. It can be read as if the apostrophe wasn't there at all.



5



Al has the nuts.

6



Tom has the box.
He cuts it.

7



Tom cuts and cuts
and cuts.

8



Here is a hut for
Tom's pal, Al!

Watch Lesson 9 on the DVD. Then return here. Have your child use his finger as a guide, stopping at each word while he says the word out loud. Have him repeat this a few times until he's ready to move on.



u



b

ub



cub

sub

hub

rub

tub

Starting at each number, have your child read the words going across from left to right.

1

hub tub cub rub sub rut hug but

2

rub jug are mutt cub mug pop that

3

sub like tug hub here tub nun gut

1



I am in the tub.

2



I like the tub.
The tub is fun!

3



This is a sub.

4



I can dip the sub
in the tub.

Rub-a-dub-dub may look like a long word, but encourage your child to try to read it one part at a time.



5



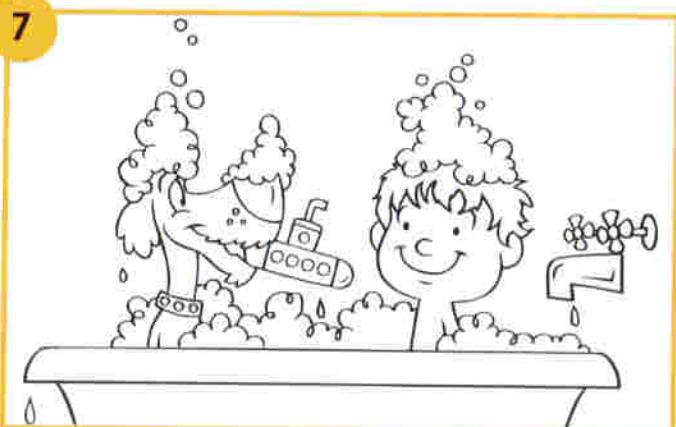
The mutt sees the sub.

6



He hops in.

7



The mutt is in the tub!

8



Rub-a-dub-dub!

Watch Lesson 10 on the DVD. Then return here. Have your child use her finger as a guide, stopping at each word while she says the word out loud. Have her repeat this a few times until she's ready to move on.



u



p

up



up

cup

pup

This is the last lesson with the **u** sound. Using what she's learned so far, your child should be able to read words like *mud*, *cuff*, *gum*, *buzz*, and *us*. Have her give them a try.

Helper Words

Learn

Have your child point to and read each word. Then call out a color and have her read the word written on that color.

who

my

of

Practice

Starting at each number, have your child read the words going across from left to right.

1 cup my up of pup who cup up

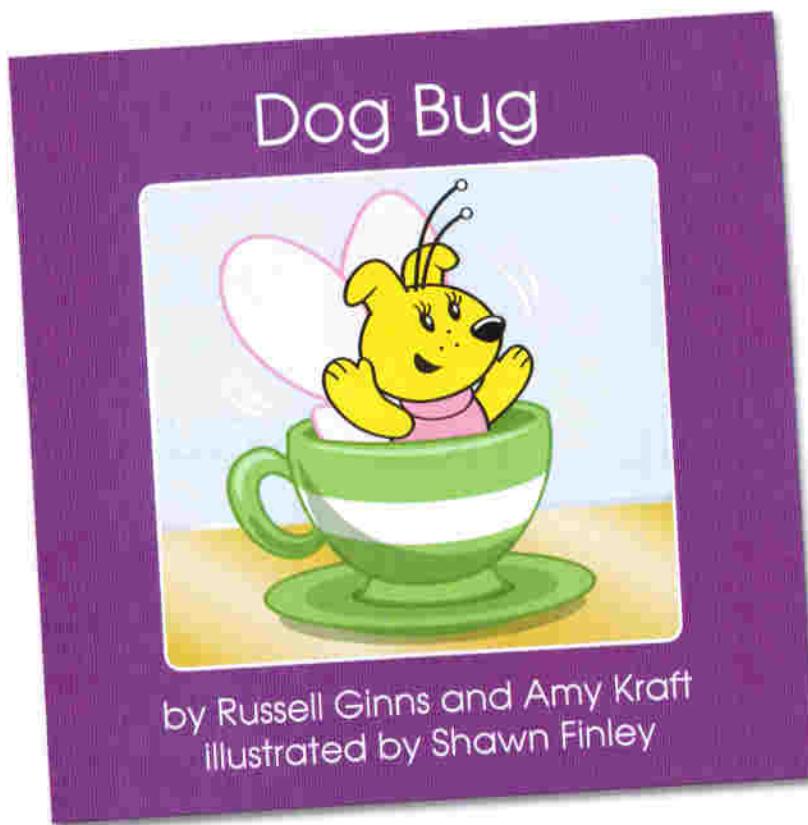
2 pup rub cut my up rug gun of

3 who box rot fog cup pun dug pup

Dog Bug

Read

Your child is ready for her next book, *Dog Bug*. Before reading, have her look at the cover and read the title. Ask her what she thinks the book might be about. After reading, use these questions to discuss the book.



Discussion Questions

- Who does Cat meet in this book?
- Where does he find Dog Bug?
- What kind of animal is Dog Bug?
- What kinds of things can Dog Bug do?

Don't forget, there are additional activities for the lessons at my.hookedonphonics.com.

Have your child place her finger on the arrow. As she follows the path with her finger, have her read each word she encounters until she reaches the star.

→ up hut rub mutt of but like sub

bun

pup putt lot my cup hub nut

rub

tub who cut rob to cub jut



If you find your child has trouble with certain words,
make flash cards of those words for additional practice.

To begin this unit, watch the Unit 5 introduction on the DVD. This will walk you and your child through the sounds and words that he will be learning in this unit.

Lesson II:



e



d

ed

Lesson I2:



e



n

en

Lesson I3:



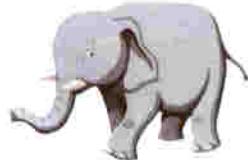
e



t

et

Watch Lesson 11 on the DVD. Then return here. Have your child use his finger as a guide, stopping at each word while he says the word out loud. Have him repeat this a few times until he's ready to move on.



e



d

ed



Ed

bed

led

fed

wed



Ned

red

Ted

Starting at each number, have your child read the words going across from left to right.

1 fed red Ed wed Ted bed Ned led

2 cup Ned run jug wed fed who bed

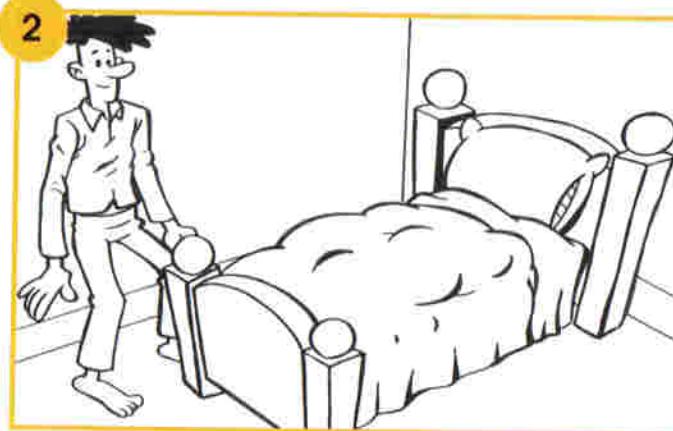
3 of Ted rut not Ned fox red got

1



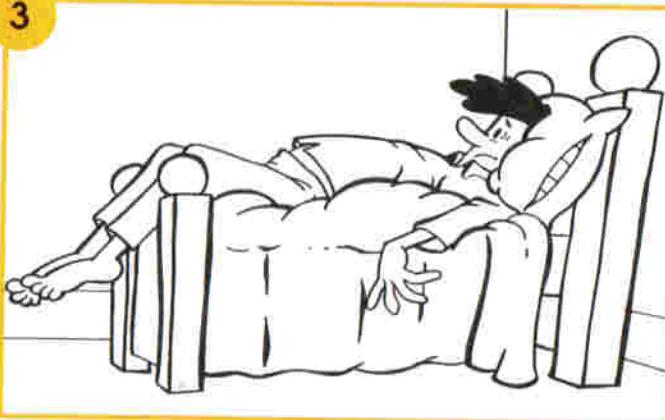
This is Big Ed.

2



This is Big Ed's bed.

3



Big Ed will not fit
in the bed.

4



Big Ed looks
in the bed.



5
In the bed are cats
and rats.



6
And bugs and pigs.

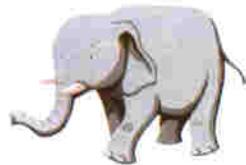


7
And dogs and pups.



8
No bed for Big Ed.

Watch Lesson 12 on the DVD. Then return here. Have your child use her finger as a guide, stopping at each word while she says the word out loud. Have her repeat this a few times until she's ready to move on.



e



n

en

→ pen men Ben den hen

→ Ken ten Jen

Starting at each number, have your child read the words going across from left to right.

1

Jen pen Ken den Ben ten hen men

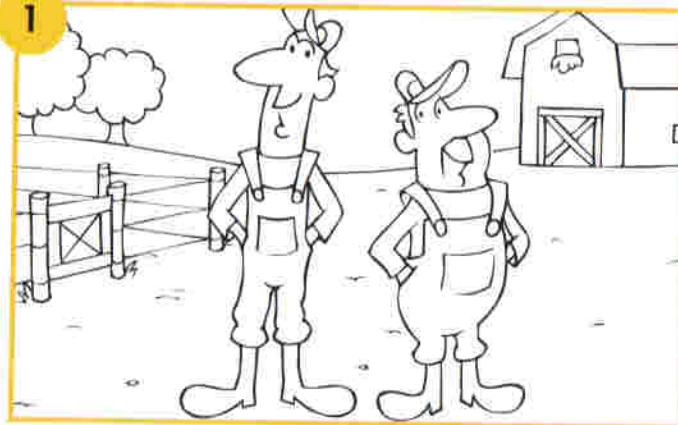
2

red den tub Ted men my Jen who

3

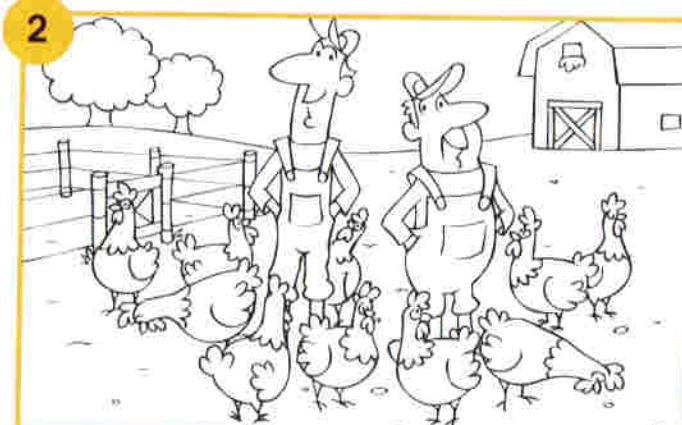
see Ben hen to top pen ten hut

1



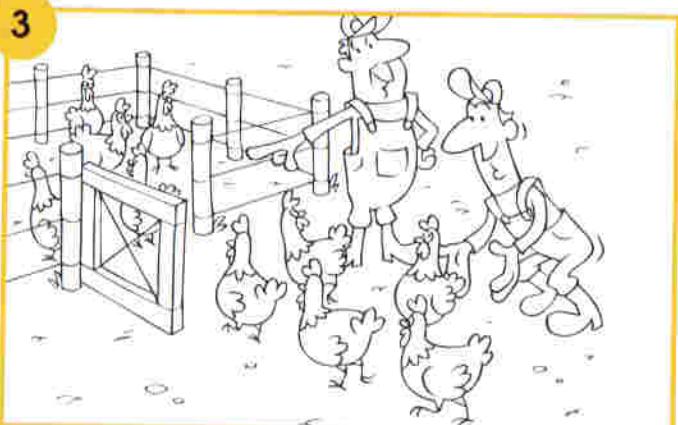
This is Ben and Ken.

2



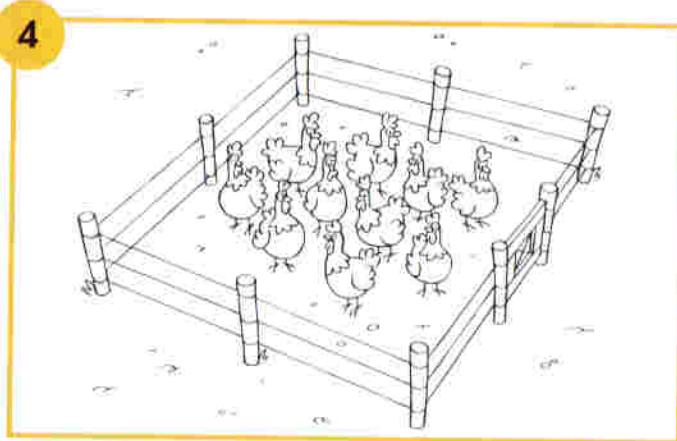
They have ten hens.

3



"To the pen, hens!"

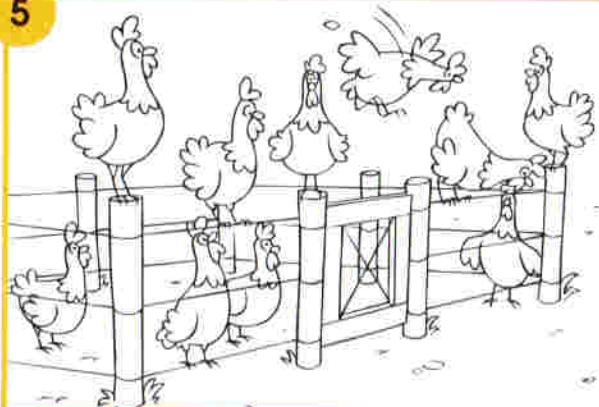
4



Ten hens are in the pen.

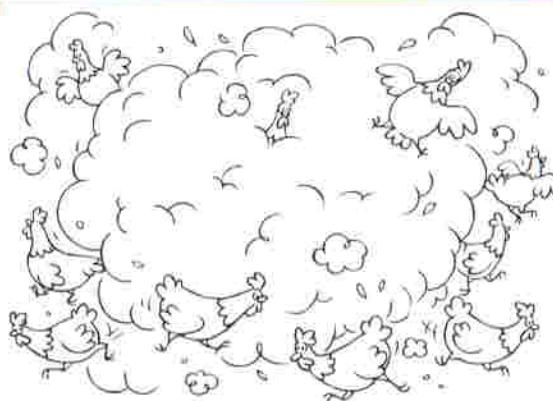


5



The hens hop
on the pen.

6



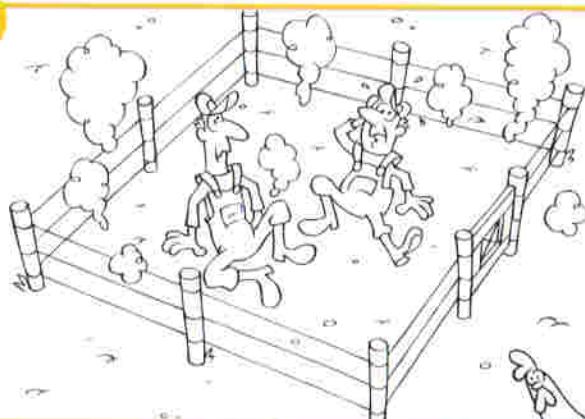
The hens hop on the
men. They run.

7



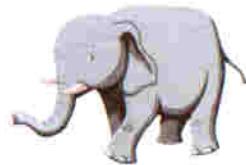
They run and run
and run.

8



Ben and Ken
are in the pen.

Watch Lesson 13 on the DVD. Then return here. Have your child use his finger as a guide, stopping at each word while he says the word out loud. Have him repeat this a few times until he's ready to move on.



e



t

et

- set met get bet wet jet
- let yet net pet vet

Helper Words

Learn

Have your child point to and read each word. Then call out a color and have him read the word written on that color.

said

was

with

Your child knows how to read lots of different words. Have him find words he can read when you're out on the go.

Practice

Starting at each number, have your child read the words going across from left to right.

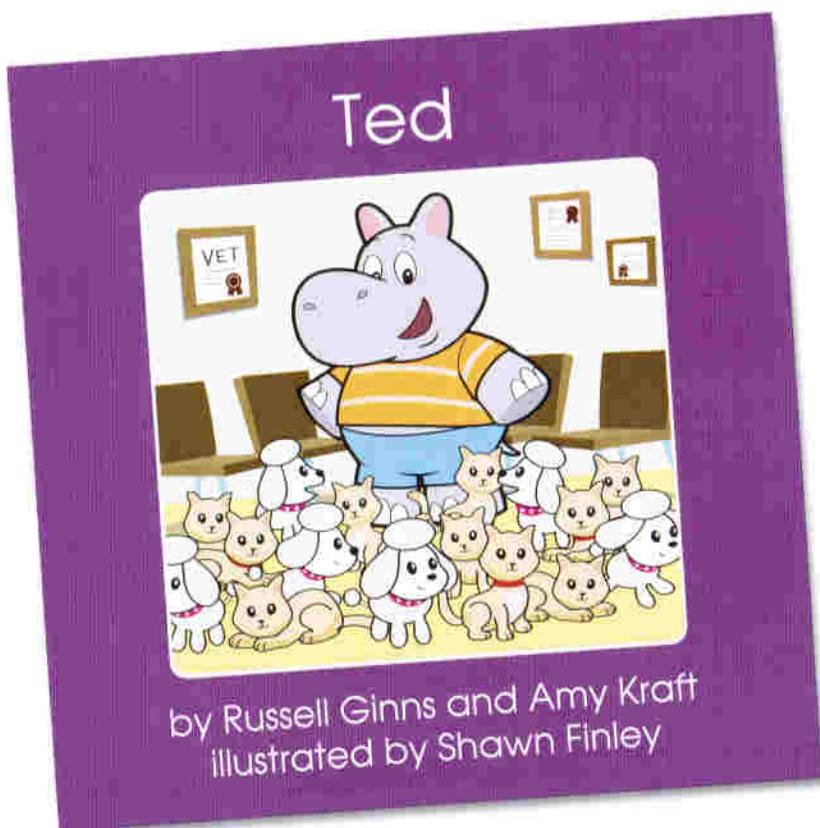
1 let get was bet yet pet with wet

2 jet met vet set said net Ed bet

3 with get cut led was yet hub said



Your child is ready for his next book, *Ted*. Before reading, have him look at the cover and read the title. Ask him what he thinks the book might be about. After reading, use these questions to discuss the book.



Discussion Questions

- Who is introduced in this book?
- Where is Ted when he sees the pets?
- Where is Ted when he sees a sub?
- Who does Ted see from the jet?

Have your child place his finger on the arrow. As he follows the path with his finger, have him read each word he encounters until he reaches the star.

→ met den wed up with dug wet

ten

yet net fed pun was vet set

said

bed like hen jog let pet



Need extra lesson practice? On index cards make rhyming pair flash cards, choosing two words from each lesson. Then play rhyming word memory or Go Fish with your child.

To begin this unit, watch the Unit 6 introduction on the DVD. This will walk you and your child through the sounds and words that she will be learning in this unit.

Lesson 14:



e



g

eg

Lesson 15:



e



ll

ell

Lesson 16:



c



k

sock

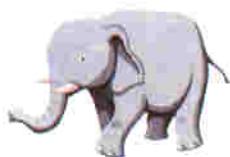
Lesson 17:

pig

pen

pigpen

Watch Lesson 14 on the DVD. Then return here. Have your child use her finger as a guide, stopping at each word while she says the word out loud. Have her repeat this a few times until she's ready to move on.



e



g

eg



leg

beg

peg

Meg

egg

Starting at each number, have your child read the words going across from left to right.

1 peg egg leg Meg beg egg peg leg

2 bet Ken led rub nut Meg with net

3 was beg pet dot pop said pen here



No! It is Peg-Leg Meg!



Peg-Leg Meg is bad,
bad, bad!



Will she get me?



Will she rob me?



5



I sob.

6



I beg.

7



"No," said Peg-Leg Meg.
"I do not like to rob."

8



"I like to have fun!"

Watch Lesson 15 on the DVD. Then return here. Have your child use his finger as a guide, stopping at each word while he says the word out loud. Have him repeat this a few times until he's ready to move on.



e



ll

ell

→ bell sell fell yell

→ tell well Mel

If there is any confusion with *ll*, remind your child that two *l*'s side by side make the same sound as if there is only one *l*.

Starting at each number, have your child read the words going across from left to right.

1

yell sell well bell Mel fell tell sell

2

peg jet men led bell cut log yell

3

Jen fell egg get well bet tell let

This is the last lesson with the **e** sound. Using what he's learned so far, your child should be able to read words like *web*, *bem*, *yes*, and *hex*. Have him give them a try.

In the Well

1



Mel and Nell hop up
on the well.

2



Mel fell in the well.

3



"Mom!" yells Nell.

4



"Mel is in the well!"



5



Mom runs to the well.

6



She gets him.

7



Mom yells and yells
at Mel and Nell.

8



She hugs Mel and Nell.

Watch Lesson 16 on the DVD. Then return here. Have your child use her finger as a guide, stopping at each word while she says the word out loud. Have her repeat this a few times until she's ready to move on.

**c****k****sock**

- **back** **sack** **lack** **pack** **kick** **sick**
- **lick** **pick** **dock** **rock** **sock** **duck**
- **luck** **puck** **tuck** **deck** **neck** **peck**

This lesson is about the **ck** ending sound. The letters **c** and **k** come together to make the **k** sound at the end of a word.

Starting at each number, have your child read the words going across from left to right.

1 kick puck back peck lick duck lack pick

2 deck rock sack tuck neck dock sock pack

3 sick luck kick duck rock puck pick sack

Jack Picks Up

1



"Jack, I am sick of this mess," said Dad.

2



"Pick it up!"

3



Jack kicks the rocks.

4



The tacks go in the box.



5



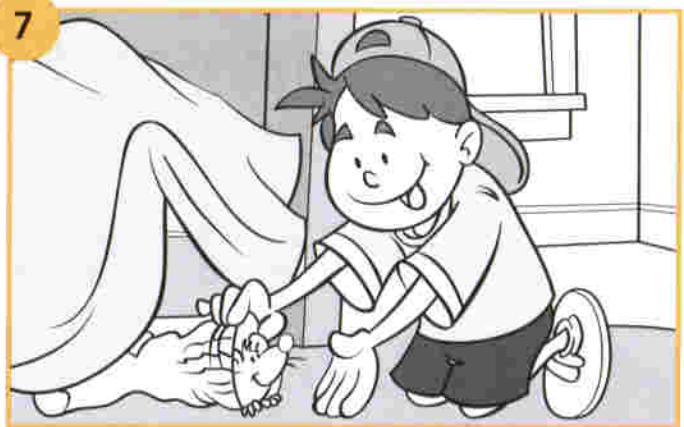
The gum can go
on the sill.

6



Cups and a pan fit
in the bed.

7



He tucks the pet rat
in the sock.

8



"Look, Dad! No mess
in here!"

Watch Lesson 17 on the DVD. Then return here. Have your child use his finger as a guide, stopping at each word while he says the word out loud. Have him repeat this a few times until he's ready to move on.

pig**pen****pigpen**

- | | | | | | |
|--------|------|-----------------|--------|-----|----------------|
| → tom | cat | <u>tomcat</u> | → sun | set | <u>sunset</u> |
| → bed | bug | <u>bedbug</u> | → in | to | <u>into</u> |
| → can | not | <u>cannot</u> | → bob | cat | <u>bobcat</u> |
| → back | pack | <u>backpack</u> | → cock | pit | <u>cockpit</u> |

This lesson is designed to show kids that they don't need to be afraid of big words. When your child breaks these words into smaller words, he'll start seeing words that look familiar.

Helper Words

Learn

Have your child point to and read each word. Then call out a color and have him read the word written on that color.

you

then

be

To get more helper word practice, use index cards to make flash cards of all the helper words in this workbook. Create pairs of cards to play helper word memory match.

Practice

Starting at each number, have your child read the words going across from left to right.

1

into you sunset be backpack tomcat then

2

cannot luck bobcat tell bedbug you cockpit

3

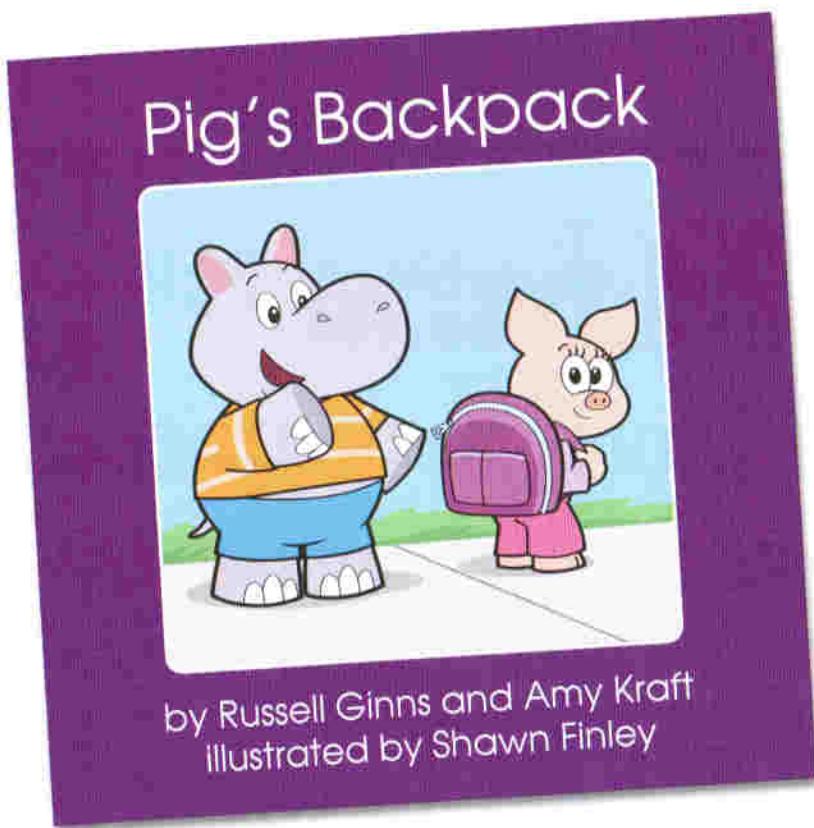
then backpack sick into pigpen be sunset

Pig's Backpack

Read



Your child is ready for his next book, *Pig's Backpack*. Before reading, have him look at the cover and read the title. Ask him what he thinks the book might be about. After reading, use these questions to discuss the book.



Discussion Questions

- Who is this story about?
- What does Pig keep in her backpack?
- Does Ted believe Pig when she tells him what's in her backpack?
- What do you keep in your backpack?

Have your child place his finger on the arrow. As he follows the path with his finger, have him read each word he encounters until he reaches the star.

→ leg well kick bedbug be cannot

lick

bell egg then sunset into tuck peg

yell

sock duck you pigpen lack





Your child is ready for the last book in Kindergarten Level 2, *Big Bad Ben*, by award-winning author Rosemary Wells. *Big Bad Ben* is written with the words your child has learned so far in the program, plus a couple of challenge words thrown in, such as *sister*, *noisy*, and *broken*. Let your child try to figure these out, but don't be afraid to help him.



Discussion Questions

- Who is Bess?
- Does Ben like Bess?
- Why is the book called *Big Bad Ben*?
- What does Ben do when Bess is broken?



Congratulations

(name)

has completed **Hooked on Phonics® Learn to Read**
Kindergarten Level 2.

You are now ready to move on to First Grade Level 1.

